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ABSTRACT

The concern of Pilot V (sponsored by the New Jersey Office of Migrant Education) is to establish and develop a sequential developmental curriculum focused on the needs of migrant children. Development is aimed at the instructional areas of language, reading, mathematics, and social awareness for kindergarten through 12th grade. The bilingual concept is an integral part of the language development area. As a prelude to development of the Pilot V curriculum, a needs assessment study was conducted during the summer and fall of 1972. This assessment was necessary to establish a foundation for curriculum development; thus, a cross section of life styles and educational disciplines was reviewed. This led to the development of behavioral objectives for specific educational needs of migrants. The data sources used to present a more comprehensive view of the children's needs were: (1) research on the educational needs of migrant children; (2) interviews with the professional staff; (3) recommendations of the Parent Advisory Council; (4) parent interviews; (5) the Archway Study (a research study conducted at the Archway School, Atco, New Jersey dealing with the needs of migrant children between the ages of 5 and 15); (6) research on the educational needs of disadvantaged children; and (7) research on the educational needs of all children. (NQ)

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NEEDS ASSESSMENT

"A study conducted during the year 1972 to ascertain data as the basis of curriculum development for Migrant Children."

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PILOT V PROJECT
NEEDS ASSESSMENT

1972

Pilot V, an innovative project, sponsored by the N.J. Office of Migrant Education, is concerned with establishing and developing a sequential developmental curriculum, focused on the needs of migrant children. Selected for development were the instructional areas of language, reading, mathematics, and social awareness. The bi-lingual concept was established as an integral part of the language development area as many migrant children are Non-English speaking. The curriculum span encompasses grades kindergarten through twelve. The curriculum is for implementation in the following instructional situations: large group, small group, and/or on an individual basis. This curriculum is supplemental to ongoing curricula used in the schools. This needs assessment was prepared as a prelude to development of the Pilot V Curriculum.

The curriculum consists of lessons employing the use of the television media. There are four (4) major divisions of the Video Lesson Plan: pre-teaching activities involving interaction of teachers and students; the video tape presentation of the instructional concept; the post-teaching activities (which provide reinforcement) involving interaction of teachers and students; and evaluation procedures.

Video Tape

The purpose of the video tape is to sustain the student's interest in the concepts being presented, through a highly visual presentation. Instructional concepts on video tape simultaneously involve the visual and auditory modalities of students. In addition, innovative educational strategies and techniques can be employed through the use of video tape which are difficult in traditional classroom presentations.

Pre and Post-Teaching

The purposes of the pre and post-teaching activities are to provide opportunities for oral interaction, tactual, and kinesthetic experiences.

Evaluation

The purposes of the evaluation instruments are to obtain the learning and growth factors of students. In addition, they will be used as criteria in developing future lessons using the television media.

Needs Assessment

The migrant child comes from a wide variety of cultural backgrounds which presently are: Negro, Puerto Rican, Mexican-American (Chicano), Chinese, Japanese, American-Indian, Canadian-Indian, and Caucasian. Due to the mobility of migrant families, the continuity and sequential learning pattern of the children is interrupted, thus producing educational gaps. Considering the foregoing known factors, it was considered imperative that a needs assessment be conducted in order to establish a foundation for curriculum development. It was also believed that a cross section of life styles and educational disciplines be reviewed in order to establish a sound needs basis.

The needs assessment, led to the development of behavioral objectives to fit the specific educational needs of migrant children.

The needs assessment was conducted during the summer and fall of 1972. A cross section of sources were polled in order to arrive at a comprehensive evaluation. Information was obtained from the following sources:

1. Interviews of school personnel teaching in summer migrant Educational programs.
2. Interviews of recruiters from the N.J. Office of Migrant Education.
3. Interviews of personnel from the National Office of Migrant Education.
4. Interviews of school personnel teaching in winter support programs.
5. Consultants from various educational departments (New Jersey and other states).
6. Consultants specializing in learning theory and curriculum development.
7. Interviews of Central Staff personnel from the N.J. Office of Migrant Education.
8. A research study conducted at the Archway School, Atco, New Jersey.
9. Research of literature published by other states involved in migrant programs.
10. Research of literature on migrant children.
11. Interviews with parents of migrant children.
12. Meetings of the parent advisory council established for Pilot V.

13. Interviews of children who attended summer programs.
14. A research of literature on the disadvantaged child.
15. Research of the educational needs of all children.

In order to provide the reader with a more comprehensive view of the needs of migrant children, the following classifications have been employed:

1. Educational needs of migrant children.
2. Interviews of professional staff.
3. Recommendations of the Parent Advisory Council.
4. Interviews of Parents.
5. Archway Study.
6. Educational needs of the disadvantaged children.
7. Educational needs of children.

The needs as expressed from all the above data sources have been considered in the development of the Pilot V Curriculum.

RESEARCH--LITERATURE

NEEDS OF MIGRANT CHILDREN

A review of literature, specifically focused on migrant children, showed the extensive scope of needs which must be considered in curriculum development. The findings of this research applied to children ranging in ages between 5 and 17. In order to satisfy the extensive scope of needs, it was recommended to employ the core curriculum concept in developing lessons. The core curriculum concept develops the basic skills and simultaneously develops associative learning of skills in all the subject areas. (Solely for ease and facility in reading, the needs have been classified into specific areas).

The literature to date is concerned with educational and cultural concepts in regard to language development, as related to total child development.

The development of a useful and efficient curriculum must have worth in the eyes of the students. Research recommended the curriculum relate skills to the practical uses in daily life. It must also focus on the intellectual physical, social and emotional development of the students.

ACADEMIC AREAS

LANGUAGE: There is a need to:

1. Develop communication skills.
 - a. Oral.
 - b. Reading.
 - c. Writing.
2. Develop auditory language.
3. Develop and expand auditory, oral and written vocabulary.
4. Develop ability to communicate through use of telephone.
 - a. Orally-speaking.
 - b. Messages--listening and writing.
5. Develop a bi-lingual program in the early school years.
Develop an English program by grade three

READING: There is a need to:

1. Develop a sight vocabulary.
2. Develop word attack skills.
3. Develop concepts of vocabulary usage.
4. Develop the decoding process for printed symbols.
5. Develop ability to utilize complex word analysis and structural analysis skills.
6. Develop ability to use context clues.
7. Develop meaning from printed symbols.
8. Develop independent research skills.
9. Develop study skills.

MATHEMATICS: There is a need to:

1. Develop number concepts.
2. Develop counting numbers.
3. Develop numeral identification.
4. Develop numeral names.
5. Develop concept of more than, less than, equal, etc.
6. Develop concept and use of measurement.
 - a. Time.
 - b. Distance.
 - c. Linear.
 - d. Liquid.
 - e. Dry.
7. Develop concept and use of money.
8. Develop concept of reasoning and solving of mathematical problems.

PERCEPTION: There is a need to:

1. Develop the perceptual areas basic to academic learning.
 - a. Visual.
 - b. Auditory.
 - c. Motor.
 - d. Tactual.
 - e. Kinesthetic.
2. Develop concept of:
 - a. Color.
 - b. Shapes.
 - c. Size.
 - d. Objects.
 - e. Time.
 - f. Place, direction, distance (i.e. Map skills).

SOCIAL AWARENESS: There is a need to:

1. Proceed from familiar to unfamiliar in social awareness.
2. Develop a self concept.
 - a. Confidence.
 - b. Expectation.
 - c. Academic competition.
3. Develop Social Awareness.
4. Establish "we" feeling in society:
 - a. Known.
 - b. Wanted.
 - c. Needed.
5. Develop self control in group situations.

6. Develop ability of interaction with peers in relation to:
 - a. Playing.
 - b. Taking turns.
 - c. Use of toys.
 - d. School.
 - e. Classroom.
 - f. Community.
7. Develop a self concept interacting with the environment.
8. Establish long range goals.
9. Establish concept of identity with authority figures.
10. Develop intercultural awareness and interaction. (Need to have famous people of culture incorporated into the curriculum).
11. Develop an experiential background. (Need to have music, drama, art, crafts, physical education included in the curriculum).
12. Develop concept of TV, radio, books, newspapers, and magazines as vehicles of communication and education.
13. Establish concept of community facilities:
 - a. Playgrounds.
 - b. Recreation programs.
 - c. Scouting.
 - d. Four-H Clubs.
14. Develop knowledge of community helpers' function and relationship to self and environment.
15. Stimulate curiosity.
16. Develop social skills.
 - a. Dining etiquette.
 - b. Speaking before an audience.
17. Develop a health curriculum.

- a. Health habits.
 - b. Clothing appropriate for weather conditions.
 - c. Personal hygiene.
 - d. Nutrition--related to culture.
 - e. Establishment of a daily routine: sleep, rest, eating habits.
 - f. Care of eating utensils.
 - g. Concept of orderliness.
 - h. Medical and dental care.
18. Develop Career Education Curriculum and Vocational Education Curriculum.
- a. Metal work.
 - b. Mechanics.
 - c. Sewing.
 - d. Cooking.
 - e. Leather work.
 - f. Nursing (baby care).

OTHER TYPES OF ACTIVITIES AND INSTRUCTIONAL METHODS: There is a need to:

- 1. Have manipulatives.
- 2. Have "hands on" activities.
- 3. Read to children.
- 4. Talk to and interact with children.
- 5. Begin where the child is, then proceed in development.
 - a. Concept development.
 - b. Concrete level.
 - c. Semi-concrete level.
 - d. Abstract level.

6. Employ materials of instruction and situations to fit the needs and interests of children.

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PROFESSIONAL STAFFNEEDS OF MIGRANT CHILDREN

Interviews and discussions were conducted with members from professional staffs who are involved with the needs of migrant students. These interviews included the outlook of the National Office of Migrant Education. The needs of this section applied to migrant children of all developmental levels in the educational situation.

ACADEMIC SKILL AREASLANGUAGE: There is a need to:

1. Develop oral language vocabulary.
2. Develop ability of speaking to and with peers.
3. Develop ability of speaking to groups.
4. Develop language skills relevant to the needs of specific migrant populations.
5. Develop written language.
6. Develop bilingual lessons for non-English speaking students.
7. Develop English as a second language concept for non-English speaking students.

READING: There is a need to:

1. Develop reading vocabulary.
2. Reinforce basic reading skills.
3. Develop phonetic approach to unlocking words. (Beginning sounds, vowel sounds, consonant sounds, ending sounds, rhyming sounds).
4. Develop listening skills.
5. Develop comprehension skills.

MATHEMATICS: There is a need to:

1. Develop fundamental processes.

2. Develop concept and use of money.
3. Develop concept of measurement.
4. Develop number concepts.

PERCEPTION: There is a need to:

1. Develop the perceptual skills and the integration of these skills:
 - a. Visual.
 - b. Auditory.
 - c. Motor.
 - d. Tactual.
 - e. Kinesthetic.

SOCIAL AWARENESS: There is a need to:

1. Develop social well-being.
2. Develop awareness of others' emotions.
3. Develop leadership ability.
4. Develop concept of responsibility.
5. Develop self-concept.
6. Develop concept of self-discipline.
7. Develop understanding of self and environment.
 - a. Home and family.
 - b. Holidays.
 - c. Farm.
 - d. Farm animals.
 - e. Zoo animals.
8. Develop security success.
9. Extend concept of short range goals to long range goals.

10. Develop social manners with peers.
11. Develop positive attitude toward unfamiliar foods.
12. Develop initiative.
13. Develop ability to follow directions.
14. Develop sequential steps in reasoning.
15. Develop a positive inter-relationship with adults and peers.
16. Develop concept of identity figures.
17. Develop concept of value of printed materials.
18. Develop experiential reservoir (background).
19. Develop an appreciation of the arts.
20. Develop a physical education program.
 - a. Overcome fear of water.
 - b. Teach water safety.
21. Develop a health curriculum.
 - a. Develop meaning of well-balanced diet and good eating habits.
 - b. Develop concepts of personal hygiene.
 - c. Develop understanding and importance of maintaining overall physical health.

OTHER NEEDS: There is a need to:

1. Develop the concept of TV as a learning experience.
2. Develop an interstate curriculum which provides continuity.
3. Develop evaluation devices to measure students' achievement. Develop testing instruments which do not always involve paper and pencil activities.
4. Provide space on NTR for recording information of Pilot V video curriculum.
5. Provide trips (i.e. professional plays, musicals, etc.).

6. Develop Hands on Approach.
 - a. Experience and participate in art activities.
 - b. Experience and participate in music activities.
 - c. Learn to swim.
 - d. Have manipulatives.
 - e. Have "take homes" for students.
 - f. Proceed from concrete to abstract development.
7. Involve parents in children's education.
8. Develop Instructional Personnel.
 - a. Develop concept of individual student prescriptions.
 - b. Train personnel in utilization of aides to meet needs of individual students in learning centers.
 - c. Create an environment which stimulates and motivates the imagination of migrant children.
 - d. Develop concept of expected behavior.
 - e. Develop logical and sequential procedures for lesson presentations.
 - f. Speak with children.
 - g. Provide for flexible grouping of students relative to specific needs.
9. Develop an eclectic approach to learning which include:
 - a. Associative type learning.
 - b. Relativity and inter-relationships of disciplines.

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PARENT ADVISORY COUNCILNEEDS ASSESSMENT

The Parent Advisory Council for Pilot V has an important function in curriculum development. Parents desire successful school experiences for their children. Through the Council's input, the Pilot V Project became aware of the learning values as expressed by parents. In turn, the council became knowledgeable of the project and its anticipated goals for children. Needs were expressed as a result of the interaction with members of the Parent Advisory Council and to be employed as criteria to be met in the Pilot V Curriculum. Emphasis was placed on the use of television and social awareness.

ACADEMIC SKILL AREAS

LANGUAGE: There is a need for:

1. English language development for Spanish-speaking children.

READING: There is a need to:

1. Teach letter sounds.

PERCEPTION: There is a need to:

1. Develop all areas of perception.
2. Have lessons which permit the use of all senses.

SOCIAL AWARENESS: There is a need to:

1. Motivate students.
2. Establish trust, rapport, friendship.
3. Develop the curriculum to meet the specific needs of the children as to physical, mental, social and emotional maturity.
4. Provide for various cultural backgrounds and ethnic groups.
5. Teach all areas of social awareness. The older the student, the more important this becomes.
6. Instruct through an eclectic approach to learning.

TELEVISION: There is a need to:

1. Employ various techniques related to specific needs of the audience.
 - a. Establish a one to one relationship.
 - b. Games.
 - c. Puppets.
 - d. Magical quality to capture attention.
 - e. Sports.
2. Produce lessons which permit audience response and participation.
3. Present tapes and lessons in Spanish and English, in some manner to bridge the language barrier.

PARENT INTERVIEWSNEEDS ASSESSMENT

Parent interviews were conducted at home sites by the Pilot V Curriculum Development staff because many parents were unable to attend the meetings due to lack of transportation and harvesting of crops. Parents often are too shy and reserved to express themselves at an open meeting. They feel more relaxed and comfortable in a small group setting within their own homes.

NEEDSINSTRUCTIONAL AREAS: There is a need for:

1. Training in vocational areas to enable the children to make use of the skills once they leave school.
2. Pre-school training.
3. Instruction to fill in educational gaps.
4. Oral language development.
 - a. English as a second language.
 - b. Oral expression.
5. A health curriculum.
6. More oral expression in the classrooms.

TYPES OF ACTIVITIES: There is a need for:

1. Hands-on activities.
 - a. Art activities.
 - b. Assembling.
2. Items children can make and take home.
 - a. Toys.
 - b. Books.
 - c. Creative projects.

3. Educational experiences which fostered physical movement.
4. Educational trips which foster expanding horizons, experiential background.

PARENT INVOLVEMENT: There is a need for:

1. An evaluation system of academic achievement and attitudes to be sent home.
2. Conference time with teachers.
3. Frequent opportunities to visit schools during sessions and in the evenings.
4. Translators for parent conferences.

LENGTH OF PROGRAM: There is a need for:

1. Summer programs to be extended in number of weeks.

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ARCHWAY STUDY OF MIGRANT STUDENTSNEEDS ASSESSMENT

A study of migrant children was conducted during 1971-72 in order to determine the specific needs of students in relation to academic achievement. One hundred ninety-five students were involved in the study. The chronological ages of the students ranged between 5-15. A period of five months elapsed between pre- and post-testing. The standardized tests--Peabody Individual Achievement Test (P.I.A.T.) and General Information Sub-test--were selected as the testing instruments.

The test results were compared to national norms. Results were tabulated. From this study, the following needs as related to migrant children were evidenced.

NEEDS OF MIGRANT CHILDREN BETWEEN AGES OF 5-15

LANGUAGE: There is a need to:

1. Develop English language skills.

PERCEPTION: There is a need to:

1. Develop visual-motor skills--integration skills.
2. Emphasize perceptual development at early years.
3. Have programs which emphasize the perceptual areas throughout the grades.

SOCIAL AWARENESS: There is a need to:

1. Develop an awareness of the environment.
2. Develop the self in relation to the environment.
3. Develop understanding of inter-cultural values and structures.
4. Introduce awareness of the environment in early years.
5. Increase awareness of environment with increasing MA and CA.

OTHER: There is a need to:

1. Develop knowledge of environment and visual motor integration skills of the environment indicated in the following specific needs:
 - a. Develop core curriculum.
 - b. Develop expanding horizons.
 - c. Develop "hands-on" activities.
 - d. Develop role playing.

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DISADVANTAGED CHILDRENNEEDS ASSESSMENT

A research of the literature concerning the educational needs of disadvantaged children was conducted. The results of these readings enabled a comparison of needs between the target audiences (migrant students) and disadvantaged students. It assisted in the development of curriculum and techniques. The literature in this section applies primarily to children in Preschool, Early Childhood, and Kindergarten situations.

ACADEMIC SKILL AREAS

LANGUAGE: There is a need to:

1. Gain familiarity with traditional cultural symbols.
 - a. Flag.
 - b. Santa.
 - c. Mottoes.
 - d. Slogans.
2. Provide cognitive experiences with pictures.
Story-telling.
3. Identify particular items of information.
 - a. Names of animals.
 - b. Names of household items.
4. Be able to compare a contrast.
 - a. Animals--people.
 - b. Community--vehicles.
 - c. Toys and materials--work and play.
5. Be able to make up a story to which the whole class listens.
Personal expression.
6. Be able to dictate sentences to contribute to a group written story.

7. Be able to recite name and address properly.
8. Be able to list and define action words.
9. Identify and name common objects in the everyday environment, and have correct feedback.
10. Develop auditory discrimination.
 - a. To discriminate sounds in variety of situations.
 - 1). Teacher bouncing balls.
 - 2). Hums.
 - 3). Crumbling paper.
 - b. To recognize identical sounds.
 - c. To discriminate between sounds.
 - d. To enunciate and articulate sounds correctly.
 - e. To follow directions.
 - f. To distinguish between voiced and voiceless sounds.
11. Re-tell stories the children have heard.
 - a. Dramatizing stories.
 - b. Repeating rhymes.
 - c. Jingles.
 - d. Poetry.
12. Find and name visual objects indoors and outdoors, locate and describe these objects as precisely as possible. This gives child experience in classification and in developing a vocabulary. This process also helps children organize and communicate their ideas.
13. Recreate experiences after a field trip through using blocks, doll houses, dress-up clothes, records and art materials.

Language experience--WHAT DID YOU SEE?

14. Provide firsthand experiences with animals that stimulate questions.

Language experience.

15. Develop Sensory Learning.

- a. Sweet--sour.
- b. Soft--hard.
- c. Smooth and shiny--dull and sticky.

16. Develop ability to use affirmative and negative statements in reply to questions.

WHAT IS THIS?

17. Develop ability to use affirmative and negative statements in response to a command.

TELL ME ABOUT THIS.

18. Develop ability to handle polar opposites for at least 4 concept pairs.

BIG--LITTLE.

19. Develop ability to use following prepositions correctly in statements describing arrangements of objects:

- a. On.
- b. In.
- c. Under.
- d. Over.
- e. Between.

20. Develop ability to name positive and negative instances for at least four classes.

- a. Tools.
- b. Weapons.
- c. Pieces of furniture.

21. Develop ability to perform if-then deductions.

22. Develop ability to use "not" in deductions.

23. Develop ability to use "or" in simple deductions.
24. Develop ability to name basic colors, plus white, black, and brown.

READING: There is a need to:

1. Identify alphabet.
2. Understand beginning sounds.
3. Have the child exposed to books on his level.
4. Develop visual discrimination (readiness-find pictures that are the same or different).
5. Provide storytelling so child can discriminate between real and make believe. Tell stories in sequences of events with cause and effect.
6. Recognize and name vowels and at least 15 consonants.
7. Distinguish printed words from pictures.
8. Be able to produce or recognize rhyme.
9. Have sight-reading vocabulary of at least four words in addition to proper names. Evidence of comprehension of printed words.

MATHEMATICS: There is a need to:

1. Develop concepts of space, time (today--tomorrow), money, etc.
2. Provide practice and experimentation with numbers, size, dimensions.
3. Identify shapes.
4. Understand the following:
 - a. Bigness--littleness.
 - b. Right--left.
 - c. Tall--short.
 - d. Same--different.
 - e. Heaviness--lightness.

- f. In front--in back.
 - g. High--low.
 - h. Top--bottom.
 - i. Beside--next to.
 - j. Under--over.
 - k. Near--far.
- 5. Understand one-to-one correspondence.
 - a. Through firsthand experience.
 - b. Through spontaneous conversation.
 - c. Through discussion.
 - 6. Compare sizes.
 - 7. Develop ability to count aloud to 20 without help, to 100 with help at decade point.
 - 8. Count objects correctly to 10.

PERCEPTION: There is a need to:

- 1. Develop all areas of perception and integration.
 - a. Visual.
 - b. Auditory.
 - c. Motor.
 - d. Tactual.
 - e. Kinesthetic.

SOCIAL AWARENESS: There is a need to:

- 1. Differentiate between good and poor manners in general.
(i.e. To develop an awareness of good table manners).
- 2. Function in a group.
 - a. Taking turns.

- b. Sharing.
- c. Making choices.
- 3. Differentiate between:
 - a. Different cultural patterns.
 - b. Eating habits.
 - c. Dress.
 - d. Recreation.
 - e. Home activities.
 - f. Personal relationships.
- 4. Give the child the opportunity to leave the classroom to investigate how community helpers perform their tasks, what uniforms they wear, and other marks of their trade.
- 5. Have the child become familiar with current events.
 - a. Simplify articles.
 - b. Look in paper for community helpers' pictures.
- 6. Be able to make good use of public property.
- 7. Be able to talk about events with which the child has had firsthand information.
- 8. Be able to care for and recognize own belongings.
 - a. Unbutton.
 - b. Zipper clothes.
- 9. Be able to handle tools of education.
 - a. Crayons.
 - b. Paint.
 - c. Brushes.
 - d. Scissors.

SELF AWARENESS: There is a need to:

1. Establish a responsive environment to have the child free to explore and use anything within his sight or reach (self-pacing, non-competitive, not compared unfavorably with someone who can mark better).
2. Establish child initiated conversation which is not threatening; begins with a statement--adult begins with a question.
3. Establish child discovery through play.
 - a. Develop concepts about the physical world.
 - b. Materials:
 - 1). Pegboards.
 - 2). Nesting cups.
 - 3). Alphabet boards.
 - 4). Color cones.
 - 5). Puzzles.
 - 6). Manipulative toys.
 - c. As child assembles and disassembles, stacks, matches, groups, and rearranges, he becomes totally involved in the physical manipulation of materials.

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ALL CHILDREN
NEEDS ASSESSMENT

A Research of Literature was conducted regarding the needs of all children in the educational situation. This assessment was employed as a comparison device in order to better determine the degrees of variation between the needs of the total school population and the needs of migrant students. The information obtained from these readings established fundamental skills needed for academic achievement. Consideration of these needs in relation to curriculum development enabled the interaction of the basic educational needs with the specific needs of migrant children.

ACADEMIC SKILLS

LANGUAGE: There is a need to:

1. Develop listening, reading and writing skills.
2. Oral Language presents the need to:
 - a. Develop ability to describe an event in sequence.
 - b. Develop ability to speak in a sentence.
 - c. Expand existing vocabulary.

READING: There is a need to:

1. Develop word attack skills to include:
 - a. Beginning, medial, and ending sounds.
 - b. Rhyming words.
 - c. Opposites.
 - d. Words that mean the same.
2. Develop ability of letter identification.
3. Develop comprehension.
 - a. Understanding sentences.
 - b. Supplying obvious words.

MATHEMATICS: There is a need to:

1. Develop number concepts.
2. Identify and name shapes.
3. Identify and name numerals.
4. Develop concepts of set.
5. Develop concept of comparison.
 - a. One-to-one correspondence.
 - b. One-to-many correspondence.
6. Develop concept of measurement.
 - a. Linear.
 - b. Area.
 - c. Volume.
 - d. Weight.
 - e. Liquid.
 - f. Dry.
 - g. Space.
7. Develop concept from concrete to abstract reasoning.
8. Develop cardinal and ordinal numbers.
9. Develop counting concept.
10. Develop concepts of adding, subtracting, multiplying and dividing.
11. Develop concept of money.
12. Develop concept of place relationship.
13. Develop concept of fractional parts.
14. Develop cluster counting.
15. Develop concept of distance.

PERCEPTION: There is a need to:

1. Develop dexterity and muscular coordination.
2. Develop eye-hand coordination.
3. Develop left-right progression.
4. Develop smell, taste, touch, sight and hearing senses.
5. Develop color recognition.
6. Develop ability of matching.
 - a. Picture with object.
 - b. Sound with picture or object.
7. Develop ability of sorting (discrimination).
 - a. Like objects.
 - b. Unlike objects.

SOCIAL AWARENESS: There is a need to:

1. Develop self concept qualities.
 - a. Friendly, likeable, helpful person.
 - b. Coping with individual problems.
 - c. Responding to intellectual challenges.
 - d. Realizing his unique creative potential.
 - e. Developing good work habits.
 - f. Developing good manners.
 - g. Adjusting to disappointments.
2. Develop group awareness.
 - a. Coping with group problems.
 - b. Respecting rights and ideas of others.
 - c. Taking turns and sharing.

3. Develop health concepts.
 - a. Personal hygiene.
 - 1). Cleanliness and grooming.
 - 2). Posture.
 - 3). Dental.
 - 4). Daily routine.
 - 5). Food and nutrition.
 - 6). Prevention and control of disease.
 - b. Emotional and social health.
 - c. Community health.
 - 1). Environment
 - 2). Wastes.
 - 3). Use of community facilities.

OTHER: There is a need to:

1. Explore.
2. Experiment.
3. Be creative.
4. Feel secure with adults and peers.
5. Develop ability to follow directions.

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